

CPS Transparency Committee

Session 6: School Data Indicator Review

November 14, 2024

9am-noon



Objectives

By the end of our discussion, Transparency Committee will:

- Define and discuss key use cases for the new school profile pages, and align on which use cases should be centered in design decisions
- Review a summary of group feedback to date, identifying key themes and prioritizing feedback for implementation
- Review, discuss, and be prepared to provide feedback on **Out of School Time, High-Quality Curriculum, and Student Proficiency**
- Engage in honest dialogue and grow trust with fellow committee members, facilitators, and/or CPS staff

Agenda

Time	Activity
9 - 9:15am (15 min)	Welcome + Introductions
9:15 - 9:45am (30 min)	CIDT Use Cases
9:45 - 10:15am (30 min)	Review of Feedback to Date
10:15 - 10:45am (30 min)	Review + Discuss indicator pages: Out of School Time
10:45 - 11:15am (30 min)	Review + Discuss indicator pages: High-Quality Curriculum
11:15 - 11:45am (30 min)	Review + Discuss indicator pages: Student Proficiency
11:45 - 12pm (5 min)	Public Comment, Next Steps, & Closeout

Community Agreements

- **Equity of Voice:** Listen actively, respect lived experience, and seek multiple viewpoints. Everyone's experience and perspective matter, regardless of role or title.
- **Speak Plainly:** Prioritize straightforward, simple language and minimize jargon.
- **Seek Growth & Embrace Discomfort:** Seek to grow through new understanding and lean into discomfort. Encourage honest feedback, questions, and the constructive challenge of ideas.
- **Uncover Shared Truth:** Speak our own truth, while also seeking common ground and a shared truth, when possible.
- **Focus on Solutions, Rather than Problems:** Embrace creativity and open-mindedness, and remember that the perfect can be the enemy of the good. Consensus is valued, but so is practicality in implementation.
- **Practice Respect, Empathy, and Kindness:** Treat each other and this space with respect. Listen to understand different perspectives and use moments of ignorance or confusion as chances to learn and grow.

How can we work together to ensure
Chicago Public School's accountability
framework is Accessible, Usable, and
Actionable?

Transparency Committee Background Materials

Archive of Transparency Committee Materials

- All Powerpoints, Agendas + Notes can be found on the CPS Website: [HERE](#)
 - One week review period for meeting notes
 - Public Comment Link on the website
- Committee Background Powerpoint: [HERE](#)
- FAQ Document Logging Questions from Transparency Committee: [HERE](#)

Introductions

Introductions, Turn and Talk

- Your Name and Community
- Your Role and Organization, if applicable
- What is one way you will take care of yourself? What is one way you will take care of another person or your community?



CPS Timeline

Transparency Committee Timeline

Meeting 4	Oct 16	HS graduation
Meeting 5	Oct 30	Drop Out + School Profiles and School Details Page
Meeting 6	Nov 14	Out of School Time, High Quality Curriculum, Student Proficiency
Meeting 7	Dec 4	UIC Validation Process, Dec 16 soft launch prep, Chronic Absence, Early college and career credentials + college enrollment and persistence
Dec 16: CPS Soft Launches First Batch of Indicators inviting Feedback / Holiday Break		
Meeting 8/9	Jan/Feb	Remaining indicators + Committee discussion on UIC proposal for wide input on metrics.
March		UIC Conducts validation work of TC review
Meeting 10/11	April	Discuss progress and learnings from launch, UIC validation work, and what's ahead
Meeting 12+	May	Remaining batch of indicators

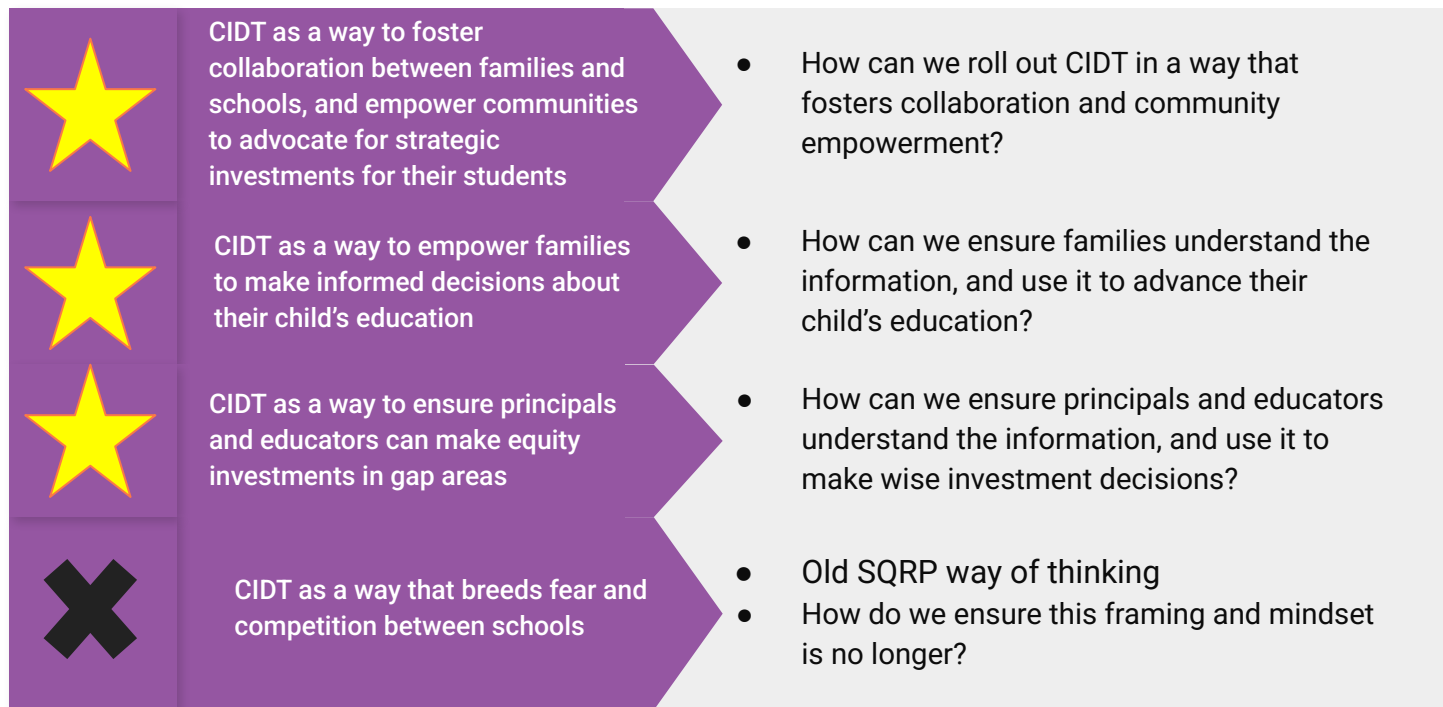
Use Cases

Community Builder: Use Cases for CIDT

In homogenous stakeholder type groups of 2-3:

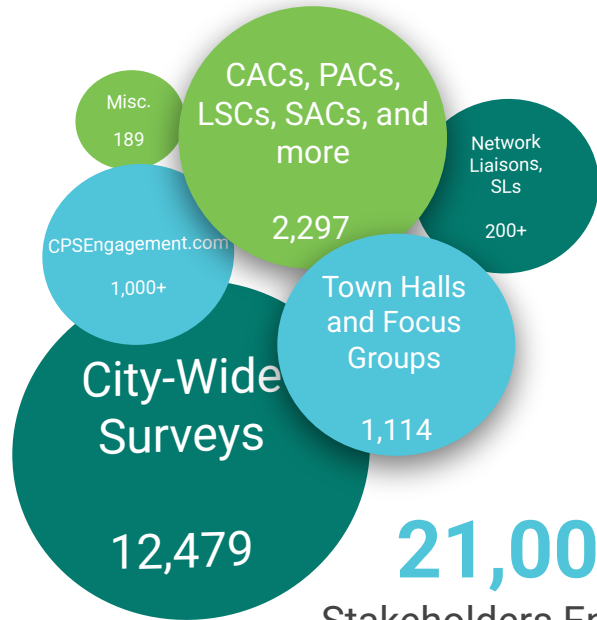
- Re-introduce yourself
- Discuss + jot down on chart paper: **Imagine the CIDT website is perfect! As a [parent/educator/principal/CBO], how would you use the data presented in CIDT?**
 - “As an LSC member, I would use CIDT data to guide our efforts to address chronic absence. We should start our conversation with the data and the resources currently listed on the CIDT dashboard. From there, we will look to research-based interventions that help to get kids back into our school. I’d also like to look at other school’s data and learn from other schools who do this well.”
 - “As a parent, I am interested in ensuring that my student will receive a bilingual education. She also is interested in art. I’d like to find a school within 5 miles that can serve her well”

General Use Cases + Framing Questions



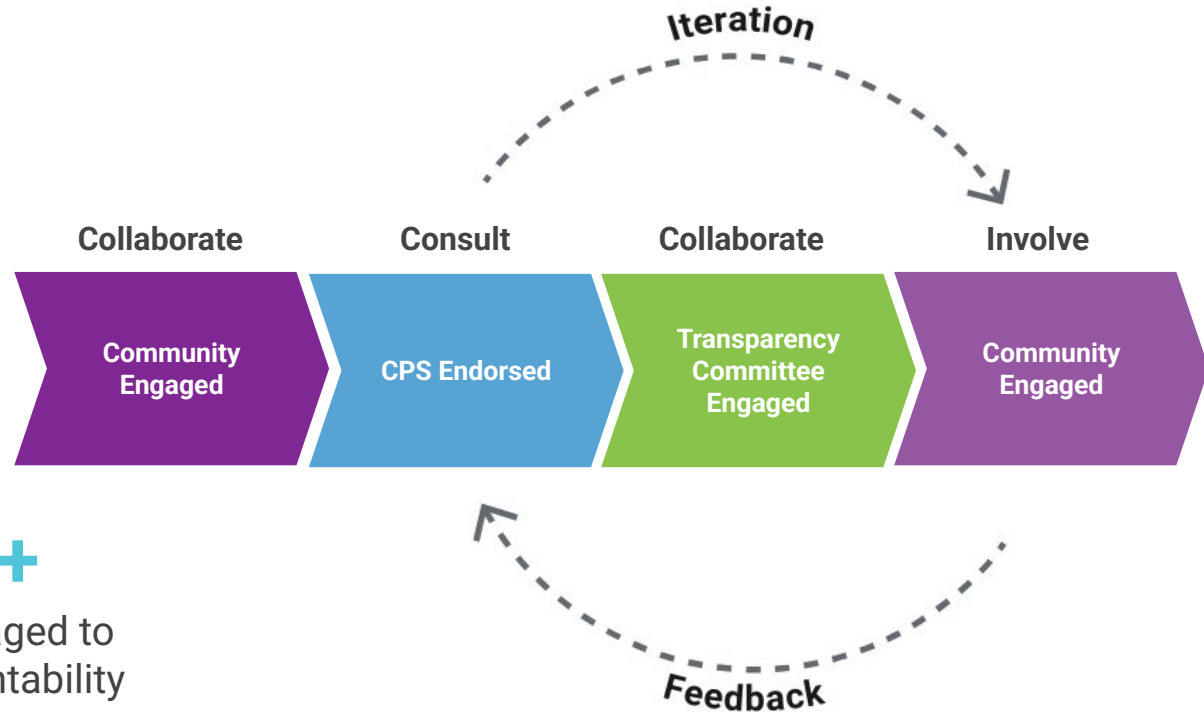
Website Updates

A Process Sparked by Stakeholder Engagement, Committed to Continuous Improvement

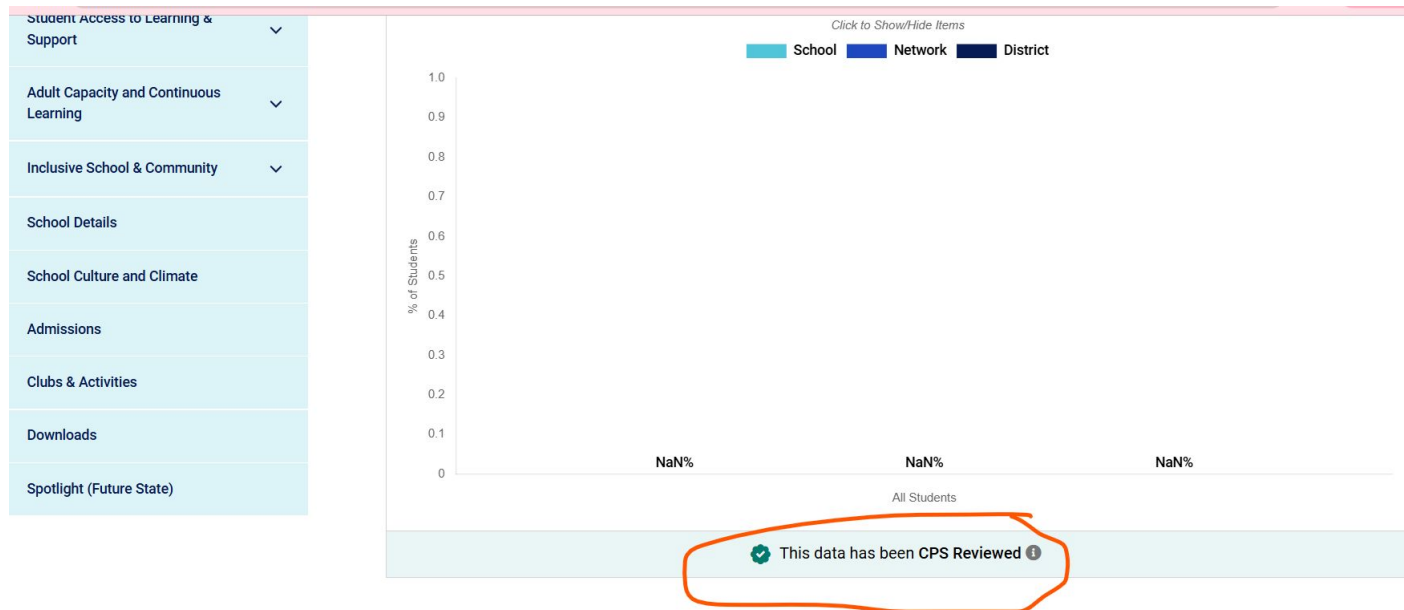


21,000+

Stakeholders Engaged to Inform new Accountability Policy



Website Spectrum of Participation



Indicator Feedback To Date

Evidence of Student Learning and Well-Being

Diverse Learner Progress

EL Progress to Proficiency

Student Growth and Proficiency

4 Year Cohort Graduation Rate*

Early College and Career Credentials*

Chronic Absence*

College Enrollment and Persistence*

1 Year Drop Out Rate*

On-Track*

Adult Capacity and Continuous Learning

School Vision and Continuous Improvement Practices

Teachers and Staff Capacity

Distributed Leadership and Teacher Leader Development

Leadership Context

Daily Learning Experiences

High Quality Curriculum

Specially Designed Instruction

Rigorous Instruction

Conditions for Learning and the Student Experience

Access to Postsecondary Opportunities

Research-based Academic Interventions within a MTSS Framework

Balanced Assessment

Inclusive and Collaborative School and Community

School and Community Partnerships and Engagement

Healing Centered Culture, Supports and Social-Emotional Interventions

Out of School Time and Enrichment Opportunities

Inclusive and Collaborative Structures and Involved and Engaged Youth

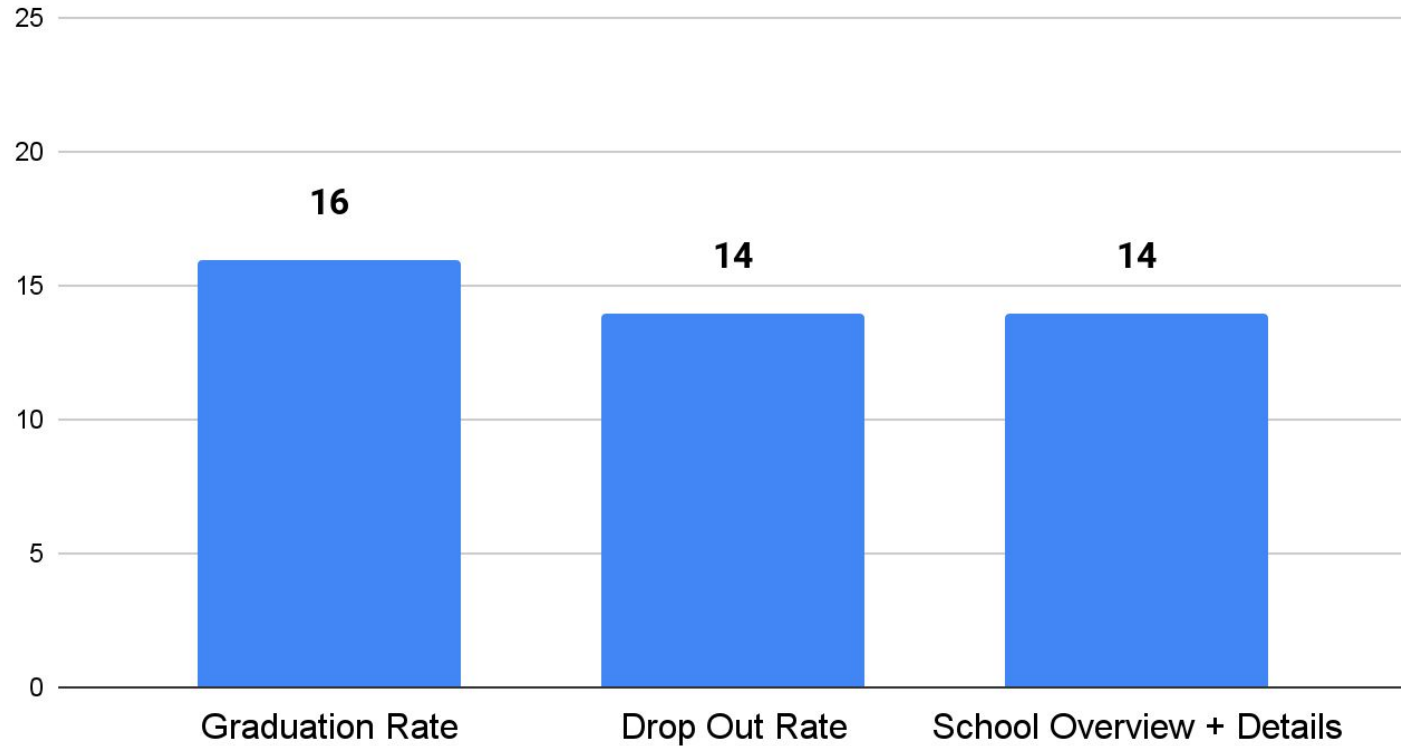
Feedback on Graduation Rate

Stakeholder Type	From your perspective, what do you want to know about this metric? (In other words, when you think about CPS High School Graduation rates, what do you want to know to inform your decisions/work?) (En otras palabras, ¿qué quieres saber sobre esta métrica? (En otras palabras, cuando piensas en las tasas de graduación de la escuela secundaria de CPS, ¿qué desea saber para fundamentar sus decisiones/trabajo?)	Language: On a scale from 1-5, how easy is the language to understand? (Consider: Reading level, jargon, complicated sentences, too much/too little?)	How would you adjust the language to make it more clear and easy to understand? ¿Cómo ajustaría el lenguaje para hacerlo más claro y fácil de entender?	Layout: On a scale from 1-5, how easy is the layout to understand? Diseño: en una escala del 1 al 5, ¿qué tan fácil es el diseño para que sea más claro y fácil de entender?
CPS Exec	I want to know what percentage of students graduate from the school.	5	Nothing	5 N/A
CAC	How many students start as Freshman and graduate in 4 years or less? What are the Graduation Rates by racial demographic. What program were students part of? (i.e: General Ed, IB, Honors, ETC)	4	n/a	5 n/a
Community	There is a tendency to inflate this rate by passing students who do not meet grade level expectations. How do we sort this out? How do we capture information about the different types of high schools/programs that may impact graduation rates?	4	None that I can think of.	5 One suggestion is to add an explanation of the drop down menu. Something like "Use the drop down menu to view the data broken down by different demographic characteristics", or "different student characteristics"
Parent	What universities and colleges do the students attend after graduation???	5	Maybe just maybe another word for Cohort	5 NA
LSC	Graduation rates by tiers	5	N/A	5 N/A
Teacher	I want to know if all schools are measuring high school success in the same way. I would want to better understand what "On-Track" means before forming any conclusions about graduation rate data.	4	It says in the explanation that school, district, and state data is being compared. But it actually compares school, network, and district data. I think there should be something that explains the difference between network and district data. Maybe a hover option that gives a very short explanation of each.	4 I'm not sure the chart vs. the table is necessary. I think the chart is good enough.
Principal	I like to see progress over time, and the comparison with like schools. Would be great to do it like ISBE does when you can select a few schools to compare the rates with our own selected schools.	4	Clarifying why we track 4 year vs 5 year grad rates.	4 n/a
Principal	What metrics (e.g., attendance, course performance, engagement) can serve as early warning signs for students at risk of not graduating? How have graduation rates changed over the past decade, and what external factors (e.g., policy changes, funding shifts, community factors) might have contributed to these trends?	5	No adjustment needed.	5 N/A
Parent	When considering CPS high school graduation rates, I would want to know key factors to inform decisions related to educational planning, policymaking, or program development like Disparities that exist based on demographics: What are the graduation rates when broken down by race, socioeconomic status, gender, or neighborhood? Understanding disparities can reveal equity issues and areas requiring targeted support. Adding data like family income, neighborhood violence, or access to extracurricular activities, access to SEL supports, attendance data, and they impact graduation rates. The numbers just offer end results leading to a perspective that everyone started out even and this how they ended up. It would be helpful to have access to the bigger picture taking a realistic snapshot of what factors, supports, etc that led to the results.	5	The language is fine	5 As written, everything is fine.

Recommendations Based on Feedback

Feedback Category	Feedback Subcategory	Feedback to accept or decline	Reviewer Status	CPS Tech Status	Rationale	Notes/Questions/Time Constraints/Capacity	Reviewer
Language Feedback	Simplify Terms and Provide Definitions	- Replace or provide an alternative for the term "Cohort," which might be confusing for some users.					
Language Feedback	Simplify Terms and Provide Definitions	- Clarify terms like "STLS" (Students in Temporary Living Situations) and "Economic Disadvantage" by offering short explanations or criteria for these groups.					
Language Feedback	Simplify Terms and Provide Definitions	- Clearly define and differentiate terms like "Non-STLS vs. STLS" to avoid confusion.					
Language Feedback	Clarify Comparisons	- Ensure clarity when comparing data sets. For example, clarify the difference between "network" and "district" data, and consider using a hover option for brief definitions of these terms.					
Language Feedback	Use Visual Aids for Data Clarification	- Provide an information key or legend in graphs to clarify what measurements or components the data represents (e.g., explain the components of "Economic Disadvantage" vs. "Non-Economic Disadvantage").					
Language Feedback	Use Visual Aids for Data Clarification	- Use bullet points or brief sentences to highlight important facts, such as specific graduation rates.					
Language Feedback	Explain Grad Rate Differences	- Offer a brief explanation of why both 4-year and 5-year graduation rates are tracked, making the rationale behind this clear to the audience.					
Language Feedback	General Formatting Improvements	- Use bullet points to break down complex information and enhance readability.					
Language Feedback	Bilingual Clarity	- For the Spanish content, ensure that complex concepts are broken down into simpler terms, such as identifying where students need help for full comprehension of the language ("identificando en donde los estudiantes necesitan la ayuda y los apoyos para tener una comprensión total del lenguaje").					
Layout + Design Feedback	Clarify Use of Dropdown Menus	- Add a brief explanation of how to use the dropdown menu. For example: "Use the dropdown menu to view data broken down by different demographic or student characteristics."					
Layout + Design Feedback	Improve Visual Hierarchy of Key Data Points	- Ensure key data points, like graduation percentages, are bolded or presented in larger fonts to make them stand out.					
Layout + Design Feedback	Reduce Redundancy in Visuals	- If both a chart and a table are being used to present the same data, consider using only the chart if it's sufficient, simplifying the layout.					
Layout + Design Feedback	Enhance Navigation with Clear Subtabs	- Place the sub-tabs at the top of each webpage instead of using dropdowns, making it easier to see and navigate through sections like "Evidence of Student Learning and Well Being" with clearly visible subtabs.					
Layout + Design Feedback	Maintain User-Friendly Layout	- Since several participants found the current layout clear and easy to navigate, maintain this simplicity while implementing any suggested changes.					
Layout + Design Feedback	Bilingual Consistency	- In the Spanish version, ensure that the layout is equally intuitive ("Como está se me hace fácil de entender").					

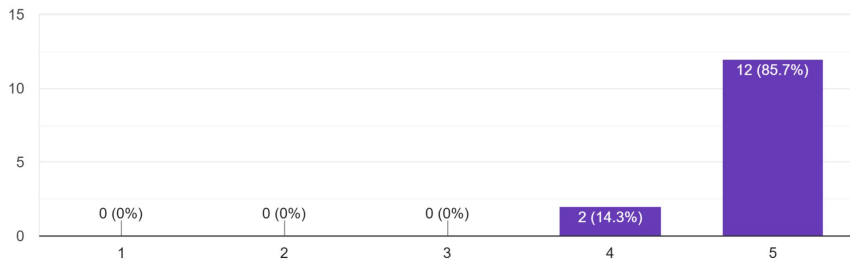
Feedback Forms Received



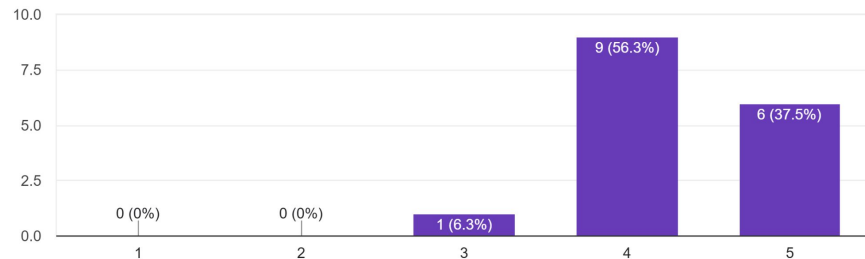
Language

"On a scale from 1-5, how easy is the language to understand? (Consider: Reading level, jargon, complicated sentences, too much/too little?)"

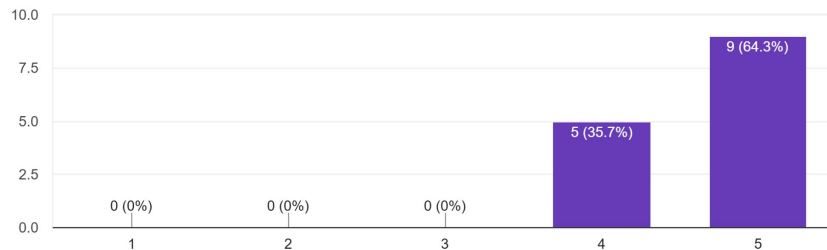
School Overview + Details: 4.9



Graduation Rates: 4.3



Drop Out Rate: 4.6



Language

Theme 1: Define Key Terms and Add Contextual Information

- Use dynamic features (pop ups, clickable definitions, expandable sections) to provide context and present definitions
- Create onsite resources such as a data dictionary/ glossary of key terms, optional guides, legends to increase accessibility.

Theme 2: Break down complex ideas into more digestible components

- Use shorter sentences and bullet points to break up large text blocks
- Use bolding and other formatting tools to emphasize key ideas

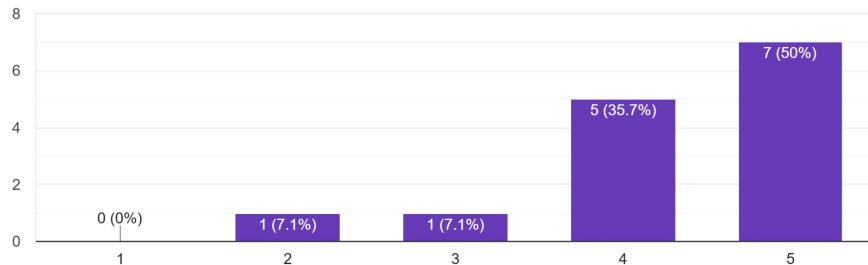
Theme 3: Avoid jargon, where possible, and use clear, common language

- Rephrase complex terms into simpler, commonplace language. I.e, edit for jargon.
- Ensure that translation accurately (rather than literally) communicates key ideas.

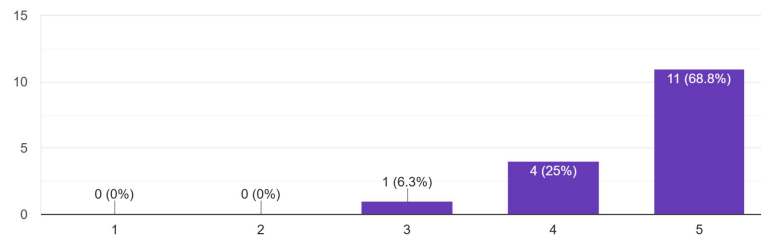
Layout + Design

Side Navigation Menu: On a scale from 1-5, how easy is the menu to understand? (Consider: Do you know what the titles mean? Does it make sense wh...ormación para informar sus decisiones/trabajo?)

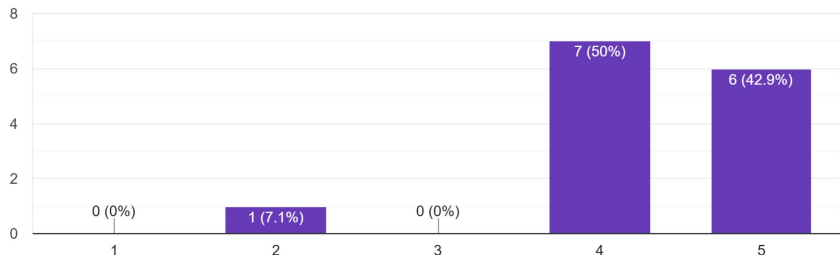
14 responses



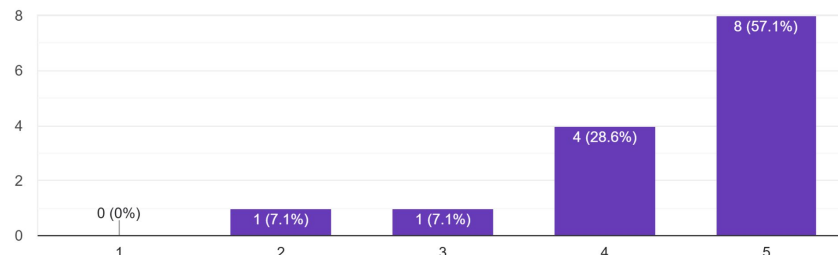
Graduation Rates: 4.6



School Overview + Details: 4.3



Drop Out Rate: 4.4



Layout + Design

Theme 1: Use navigation aids and design to ensure that all users can simply navigate the site

- Provide clear directions/ resources on how to navigate the site
- Make dropdown menus more noticeable
- Provide scrolling cues
- Simplify and consolidate the sidebar navigation, potentially moving to top of page
- Ensure mobile friendly site navigation

Theme 2: Use site layout and design to emphasize the key ideas of each page

- Move important information to the top of the scroll
- Use bolding, bullet points, and other formatting tools to emphasize key ideas

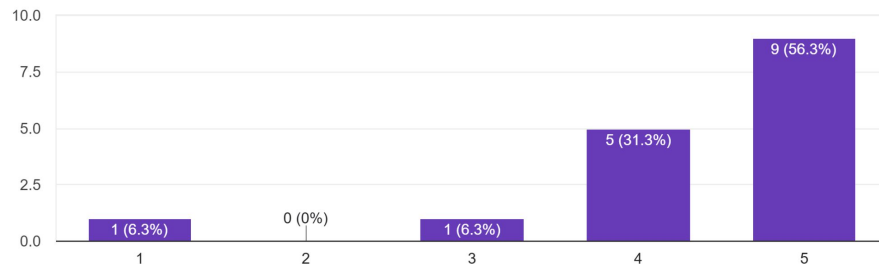
Theme 3: Encourage sustained engagement by making the site visually appealing and intuitive

- Use consistent icons, formatting, and visual cues across the site to make it more intuitive to use
- Use colors, icons, and images to improve visual appeal

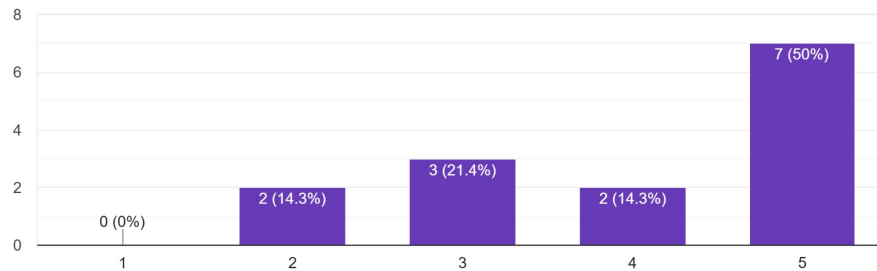
Graphs & Tables

"On a scale from 1-5, how easy are the graphs and tables to understand?
(Consider: Do you understand what the graphs are telling you? Can you use that information to inform your decisions/work?)"

Graduation Rates: 4.3



Drop Out Rate: 4.0



Graphs & Tables

Theme 1: Provide resources for data accessibility and interpretation

- Add brief guides or tooltips
- Simplify and define key terminology
- Explain data availability and key thresholds

Theme 2: Provide different ways to present and compare information

- Ensure that all data is available both as a raw number and a percentage
- Allow for side by side comparison charts of different demographic groups
- Allow users to add comparison ability to other schools, networks, state, and national data

Theme 3: Support users by simplifying and/or summarizing key data points

- Simplify busy trend data into cleaner formats such as line charts
- Frame data in simple terms and relatable questions (e.g., "Is the dropout rate going up or down?")
- Provide a text summary of key data trends (e.g., "Your school's graduation rate decreased from 97.4% last year to 96.1% this year.")

Context & Coherence

Theme 1: The new CIDT site should support and facilitate root cause analysis

- Explicitly label some indicators as "outcomes," while labeling others as "inputs."
- Allow users to correlate different characteristics, such as socioeconomic status, race, or program enrollment, with outcome measures.
- Allow users to create combine/ group metrics to tell a more complete story
- Leverage the Opportunity Index score as a tool to enable like-school comparisons and analysis

Theme 2: Individual indicators should incorporate the school/ district response to a particular outcome

- Some indicators, such as dropout rate, should incorporate an analysis of the reasons for that result, eg. mental health, credit deficiency, etc.
- Outcome indicators should list the specific programs/ investments/ interventions tied to that metric
 - These lists should include how to access these programs

Discussion

- What did we miss?
- Which of these can we most improve before next month's CIDT launch?
- Which of these will take us time to get right?

Indicators for Review

Evidence of Student Learning and Well-Being

Diverse Learner Progress

EL Progress to Proficiency

Student Growth and Proficiency

4 Year Cohort Graduation Rate*

Early College and Career Credentials*

Chronic Absence*

College Enrollment and Persistence*

1 Year Drop Out Rate*

On-Track*

Adult Capacity and Continuous Learning

School Vision and Continuous Improvement Practices

Teachers and Staff Capacity

Distributed Leadership and Teacher Leader Development

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Inclusive and Collaborative Structures and Involved and Engaged Youth

Revised Indicator Feedback Protocol

Indicator Review Protocol

Committee Members review Indicator in advance of meeting and respond in rubric <Note we will give at least 3+ days for review>

Opening Objectives	Review what metric we are reviewing, and our charge as a committee	5 min
Individually Review of Metric + Reflection on Feedback Questions	Using google form tool, please respond to the google form here <ul style="list-style-type: none">Note: sample data	10 min
In Breakouts: Discussion	Invite Transparency Members to share out what how they responded	10 min
Individually Reflect on Feedback Questions + Submit Feedback Form	Revise feedback document and submit	5 min

Out of School Time

Out of School Time [Feedback Link](#)

In Breakouts:

- 1) Respond to first 2 questions - 5 min
- 2) Review the site + respond to the question on the form - 10 min
- 3) Discuss - 10 min
- 4) Submit - 5 min

High Quality Curriculum

[High Quality Curriculum Feedback Link](#)

In Breakouts:

- 1) Respond to first 2 questions - 5 min
- 2) Review the site + respond to the question on the form - 10 min
- 3) Discuss - 10 min
- 4) Submit - 5 min

Balanced Assessment

[Balanced Assessment Link Here](#)

In Breakouts:

- 1) Respond to first 2 questions - 5 min
- 2) Review the site + respond to the question on the form - 10 min
- 3) Discuss - 10 min
- 4) Submit - 5 min

Student Proficiency

Student Proficiency–[Feedback Link](#)

In Breakouts:

- 1) Respond to first 2 questions - 5 min
- 2) Review the site + respond to the question on the form - 10 min
- 3) Discuss - 10 min
- 4) Submit - 5 min

Mark your Calendars

- **December 4th:** UIC Community Validation and Indicator Feedback Session
4:30-6:30pm (Virtual)

Public Comment

Exit Feedback Survey

Please complete this form before you leave today! Your anonymous feedback will help us ensure better and more efficient and inclusive meetings in the future

[FORM LINK](#)

Next Steps

- Complete feedback forms
- Complete the exit survey
- Reach out to Felipe/Jill if you have any questions about what was discussed today
- Reach out to someone else in this group to get to know each other better
- Mark your calendar for next meeting